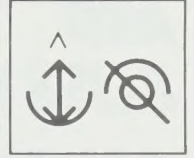
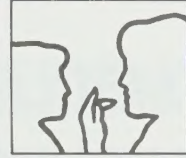


COMMUNICATING TOGETHER



A QUARTERLY MAGAZINE ABOUT AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

VOLUME 4, NUMBER 2

JUNE 1986



ISSN 0822-0638

PHONIC EAR AND BLISSYMBOLICS COMMUNICATING TOGETHER!

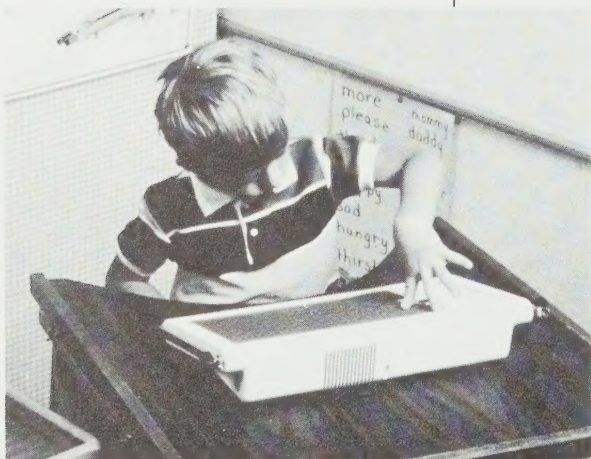


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VOL. 4, NO. 2

JUNE 1986

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and owner of *Tygris* demonstrating
equipment to a client.

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Communicating Together is published quarterly as a means of sharing the experiences and communication systems of nonspeaking people with their families, communities and the professionals who work with them.

The cover design reflects, directly and indirectly, the many techniques that contribute to augmentative communication: pictures, drawings, signing, Blissymbols, words and technology.

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DIFFERENTLY ABLED

IAN HENDERSON

Ian Henderson is a free-lance writer in Toronto. He recently interviewed Gary Zemlak about his company Tykris, and heard Gary's ideas on his role as a distributor of technical devices for the disabled.

Gary Zemlak works for the differently abled. His profession requires a hands-on familiarity with the most sophisticated microcomputers and electronic aids available to the rehabilitation field. But the moments in his career that seem to offer the greatest satisfaction are associated with simpler devices: a switch contrived from kitchen utensils and a piece of Tupperware, or a telephone installed for use by a quadriplegic. "I said, 'now, who will you call first?' " he recalls. "He phoned his wife, and she started crying, because now he had the independence to phone her. The simplest things work the best, and I sometimes find that the simplest thing is the biggest challenge."

Gary's company, Tykris, which he started in 1984, supplies technical aids and communication devices for the disabled. Tykris has at present a list of some 250 clients that includes both children and adults. "I represent the client," Gary says, "whether it's a school board, an occupational therapist, a speech pathologist, or a parent. People come in with a list of equipment and they don't know what it is, or where to get it. I expedite the order, by putting the whole package together through three or four different companies that I work with; then I go out, install it for them, and show them how to get the system running."

Technical Support for the Unique

The most important part of Tykris' service, and the area in which Gary's expertise is most pronounced, is the comprehensive technical support that is offered. One challenge is to adapt standard equipment, through small modifications, to the needs of a specific user. "Every client is like a person's fingerprints," Gary notes. "They're

unique. Their needs are different." Gary must also consider the environment in which the equipment will be used. His assignment might be to install a door opener in a private home, to equip a child with communication aids for use in a regular classroom, or to provide a complete system for a hospital ward. He brings his own ingenuity to bear on this work, but is quick to consult his fellow professionals at the National Research Council to find a solution. He also maintains a client-networking service, which brings together people who are using the equipment in their daily lives, so that they may share their own experiences in problem solving.

"The idea," Gary says, "is for me to go out there and make my client as independent as possible." His clients do continue to rely on him for troubleshooting. The key to troubleshooting is that you've got to look for the simplest problem. Sometimes you run into a complex problem, and it makes you forget that ninety-five percent of the time it's something simple: an operator error, or a wire unplugged.

He attributes his resourcefulness to the demands of life on the farm in Saskatchewan where he was raised. When a combine harvester broke down, no-one could afford to

wait for a repairman. He learned to improvise. "Lots of times," he remembers, "you were taking things apart and really didn't know what you were doing. You learned a systematic way of taking things apart, so you could put them back together." As a teenager, after his family had moved to Thunder Bay, Ontario, he spent hours tinkering with automobile engines. For a few years he even raced his own stock car.

His interest in technology led Gary to a three-year course in electronics at Toronto's Centennial College. His first job was with a computer firm, but when that company closed he answered an advertisement for a job as a shipper/receiver with TASH (Technical Aids and Systems for the Handicapped Inc.), a nonprofit marketing corporation. "I ended up running the whole hardware area," he says. "I was doing a lot of work with the National Research Council, who develop products for TASH." He decided to start his own business because he feared becoming desk-bound. "I like working with clients on a one-to-one basis, and there I was getting stuck in the office. Some people say I get too personally involved. Well, how are you supposed to fit someone's needs if you don't get personally involved?"



Gary Zemlak and Adrienne Stronach.

Thinking to the future

He has found, however, that the pressures of managing a new business pose a threat to his contact time with clients. His office occupies a room in one corner of a March of Dimes' office in Don Mills, Ontario. There is clutter about the room that bespeaks his twelve-hour workdays and evokes the toyshop from Pinocchio. And there are toys: a mechanical panda bear and a battery-operated Patrol Car, both controlled by pad switches. Their purpose is to introduce disabled children to the concept of the cause-effect relationship between switch and action: a concept of relevance to their future use of computers.

Adrienne Stronach, Gary's secretary, has worked with him since December, 1985. Together they are the entire staff of Tykris. Gary hopes that, as she gains experience, Adrienne will assume even more of the tasks of administration. Adrienne has a mild condition of cerebral palsy. Gary's commitment as her employer is one example of his commitment to the integration of the disabled into the wider society. "People whose freedom was limited by what they could not do," he has written, "... could do things I could not do. They also did many of the things that I could do, but they did them differently. I began thinking of them as 'differently abled.' "

Gary Zemlak sees many challenges ahead in the field of technology. He looks forward to a more complete integration of communication systems with computers, and to a marked improvement in environmental controls. But, just as he brings an eye for the simple and the essential to this technology, so he keeps in view the fundamental issue of winning the community's acceptance of the new and independent roles that are emerging for the differently abled. "The whole idea," he says with emphasis, "is providing them with the tools. They are able to do the job." □

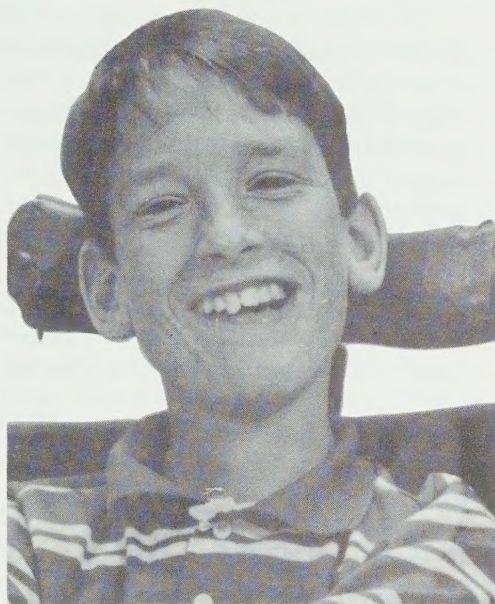
Editor's Note:

For information and orders contact: Gary Zemlack, Tykris, 32 Kern Rd., Don Mills, Ontario M3B 1T1
Telephone: (416) 445-0276

FAMILY AND COMMUNITY

Feeling Good

ANDREW MURPHY



Andrew Murphy has been the editor of the Family and Community section of Communicating Together since the magazine began in 1982. A Blissymbol user for many years, he now uses the Mod Keyboard for written communication. Andrew and his family recently moved to Florida, but he was anxious to continue his association with us. Writing with the help of his father Mark, he now shares his new perspective with readers, and includes the stories and experiences of other augmentative communication families.

In the last issue, I mentioned that I was going to have an operation to eliminate my drooling. Well, I had it done over the Christmas holidays, and while I was very uncomfortable initially, the operation was a success. Now my face is always dry, and I feel much more comfortable. You may ask what this has to do with communication. Well, a lot of communication comes from "body language" and "expression". Looking better, as I do now, encourages other people to want to interact with me. One girl in my class, Jessie, is 16 years old. She has cerebral palsy, but does not use Blissymbols. If you work hard, you can understand her speech. She and I are becoming good friends, and

she has learned to communicate with me using Blissymbols. She is very patient and waits for me to express my ideas rather than trying to second guess what I mean, which most people do.

I go out of my class for handicapped students for three periods each day: science, gym and music. In these classes I am mainstreamed. I enjoy being with the non-handicapped kids, although they are very shy and have not taken the time to learn how to communicate with me. For a while, I had a sign on my tray encouraging them to talk with me, but this didn't work, and now it has broken off.

I am using the mapwriter program quite a lot but still have to work on my spelling. Thankfully the computer system is working very well since we are far away from support to have it repaired. It is great, and I have a lot of fun using it. I only wish I could work it faster so I could write more people.

We are having difficulty getting programs started to increase the circulation of *Communicating Together* here in the U.S.A. If you have any ideas you think we should try, please let me know. □

Andrew Murphy
3278 Masters Drive
Clearwater, Florida 33519, U.S.A.

**This section of
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Ontario District.**

I Wonder

KARI HARRINGTON

I wonder about walking.
What would it feel like
To walk alone
With nobody walking behind me,
Without anyone hugging me
Around my middle?
To me it would feel so strange,
I've never walked without any help!

I wonder about talking.
What would it sound like
If I said every word right
And oh so clear,
To have everyone understand
Everything I said?
To me, it would sound so strange,
I've never talked without difficulty!

I wonder about having two
good hands.
What would it feel like
If I dressed myself
And my parents had only themselves
to take care of,
To make oh so much easier
The things I do now?
To me it would feel so strange,
I've always had just one good hand!

Kari Harrington is a student at Langstaff High School in Ontario. She was in the original Blissymbol class in 1971 at the Ontario Crippled Children's Centre. Kari's poetry first appeared in Communicating Together in Vol. 4, No. 3. Since then she has submitted several more poems to us, which we will share with you in the coming issues.

Join ISAAC Now

The International Society for Augmentative and Alternative Communication (ISAAC) offers four types of memberships: (1) Student Membership (2) Active Membership (3) Contributing Membership (4) Corporate Membership.

Membership in ISAAC includes a subscription to *Communication Outlook* and the *ISAAC Bulletin*. As well, members are entitled to reduced rates for the *Augmentative and Alternative Communication Journal (AAC)* and *Communicating Together*.

For membership application and other information about ISAAC write: ISAAC, P.O. Box 1762, Station R, Toronto, Ontario, Canada M4G 4A3

INTERNATIONAL NEWS

Interaction Internationally

SHIRLEY MCNAUGHTON

Shirley McNaughton is president of the International Society for Augmentative and Alternative Communication (ISAAC). She co-chaired, along with Gunnar Fagerberg, the recent ISAAC executive meeting held in February at the Ontario Institute for Studies in Education (OISE), Toronto. The executive committee has members from United States, United Kingdom, Sweden, France and Canada.

When executive committee members of the International Society of Augmentative and Alternative Communication (ISAAC) come to town, Toronto takes on a new look. The international professional sharing that is so enriching to the whole field of augmentative communication spills over into the social life of our city, as well, and we all have a good time.

As is usual with committee meetings that I organize, the agenda is full and the workload demanding. Formal meetings were scheduled from 9:30 a.m. to 6:00 p.m. (or later), Sunday through Wednesday, with breakfast, dinner and evenings allocated to small group work sessions. During the full executive meetings and the smaller group sessions, we vigorously tackled the many issues of a young organization:



Shirley McNaughton, President; Gunnar Fagerberg, President-elect; Katherine Seybold, Recording Secretary.

budget, by-laws, membership, publications, fund raising, our upcoming September conference in Wales, policy relating to future biennial and regional conferences and relations with other organizations.

International Issues

High priority was given to international concerns. Many small and full group discussions focussed upon policy and procedures to provide for ISAAC Regional Entities. The decisions arrived at were put to the practical test quickly. Contract terms for the United Kingdom to become the first ISAAC Regional Entity were discussed the next day.

Another international agenda item was stimulated by a written request from Judy Seligman-Wine (Israel), Chair of the Developing Countries Committee. Thanks to Judy's suggestion and to the enthusiastic response of the executive, planning is now



The ISAAC Executive Committee, Toronto, February 1986.

underway for a *Developing Countries Seminar* to follow the Cardiff conference.

International matters provide ISAAC's greatest challenge. We all believe in the value of providing support across national boundaries, but finding the time and the means is not easy. It must be our strong will to find ways for international sharing, combined with our deep commitment to communication, that makes ISAAC executive committee meetings so productive and so much more fun as well. We accomplish more, as we relate together more, and communication and international interaction are all mixed delightfully into the experience.

Many types of interaction were evident in Toronto in February. During our full executive meetings, the gavel was off the table as often as it was on it, giving everyone opportunities to explore topics before focussing upon formal discussion and motions. Breakfast and lunch meetings in the Ontario Institute for Studies in Education (OISE) allowed small working groups to plan, within consultation range of each other as needed. On one day, we worked so late that evening classes had arrived and we had to leave our regular meeting room. We moved to a large lounge outside the cafeteria and continued the meeting. As we discussed by-laws and legal arrangements for international fee collection, accounting and auditing, I couldn't help but wonder what students in the adjacent space were thinking of us. We had taken on the world yet we didn't even have a private place to meet!

Relaxed and highly enjoyable "international" interaction took place often, outside of the scheduled meetings. At break times, new developments and research were discussed and plans were made for future projects. Several out-of-towners stayed in the homes of Toronto executive committee members and this provided lots of time for talk en route to meetings and at the end of busy days.

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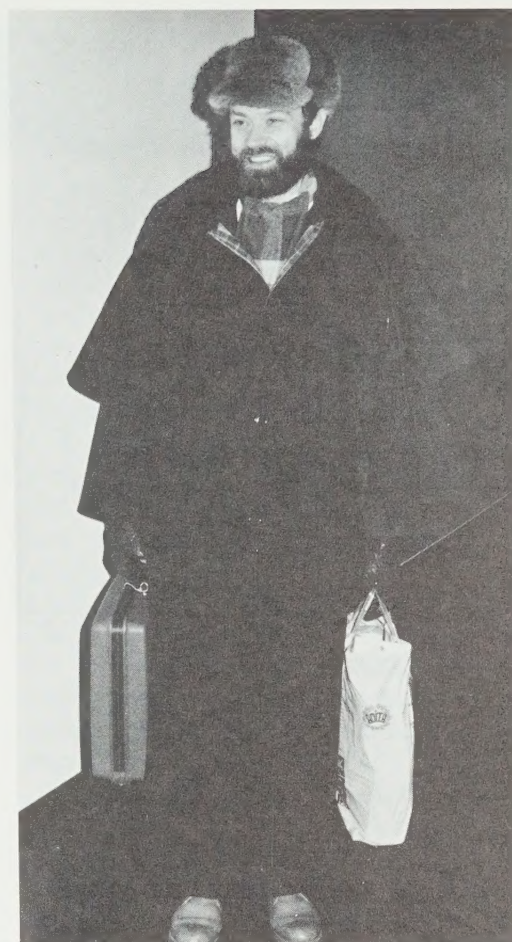
Two memories of the meeting deserve special mention. One relates to music; the other to storage and retrieval.

Communicating through Song

On two splendid evenings, music — the best international communication medium of all — gave us great enjoyment. The first occasion was a gathering at Penny Parnes' home at which the visitors joined in song with many Torontonians involved in work relating to augmentative communication. The second was the "end-of-the-meeting dinner" for the executive committee. In our own separate area of the restaurant, we followed dinner with Swedish and Hungarian drinking songs and folk songs, British music hall songs, music from American musicals, and a French round. As the strong and beautiful voices of some of our group, accompanied by the untrained voices of the rest of us, rang through the tiled rooms of Costa Basque, Toronto saw and heard the epilogue to four days of accomplishment. It was a memorable evening and led us to high hopes for lots of musical "happenings" at the Cardiff conference.

Continuity in the Presidency

As a longtime and regular user of plastic shopping bags for keeping my many files in some sort of order, I was delighted with the sight of Gunnar Fagerberg, our ISAAC president-elect, leaving our last day's meeting, bag in hand. I think



Our next President, Gunnar Fagerberg.

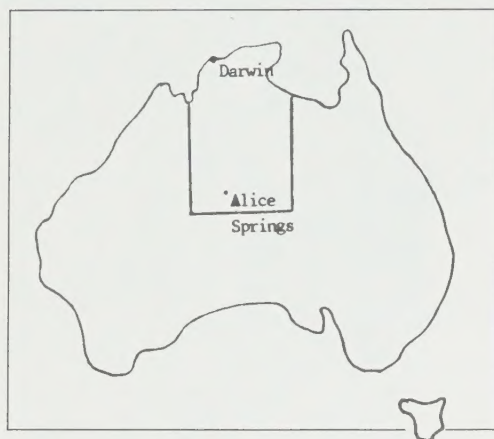
this glimpse of Gunnar reflects the balanced international approach we can look forward to in the future. We can certainly expect to benefit from Gunnar's extensive European experience in augmentative communication and rehabilitation. He brings much from Sweden. He demonstrates as well, that he is very receptive to innovations coming from North America. He communicates and sings very well, too! □



The latest in international headwear fashions.

Symbols Down Under — Top End

KEILA WAKSVIK and CATHY BRIDGELAND



Keila Waksvik, an occupational therapist from Montreal, Canada, is presently working at the Harry Giese Centre in Darwin, Australia. She and Cathy Bridgeland, a Speech and Language Pathologist have been instrumental in initiating a program of augmentative communication for pre-school children.

The Harry Giese Centre is situated in Darwin, Northern Territory — the "Top End" of Australia. It is a small early intervention centre for multiple-disabled children from birth to six years. Children up to two years of age attend two or three times weekly for an infant stimulation program run by an interdisciplinary team of therapists and therapy assistants. Parents are encouraged to attend and to participate actively in the program. A regular pre-school program caters to the children over two.

There are currently four children attending the centre who require a suitable augmentative communication system as their primary expressive mode. A combination of Blissymbolics (embellished and unembellished) and pictures and photos is being introduced to these children, in both individual O.T./Speech sessions and within the classroom.

For those children who do not have an easily understandable yes-no response, we are using *Mr. Mischief* and *Mr. Grumpy* from the *Mr. Men* books (Roger Hargreaves, Thurman Publishing, London), placing them on the display in such a way as to shape a nodding or head-shake response (see illustration). *Mr. Mischief*

(whom we call "Mr. Yes") is coloured green, while *Mr. Grumpy* ("Mr. No") is red.

Simple communication displays are currently being developed for two young aboriginal boys from "out bush". Initially, photographs and pictures will be used. They may well be candidates for Blissymbolics in the future.

There are a number of difficulties inherent in introducing augmentative systems to clients "out bush". Firstly, one must consider the effect of a harsh environment on the display itself, and on supportive equipment such as an adaptive seating system. These need to be very durable for the rough conditions in which they are to be used. Difficulties are also encountered in providing regular follow-up service to remote parts of the territory, often linked only by rough roads (requiring four-wheel drive vehicles) or air.

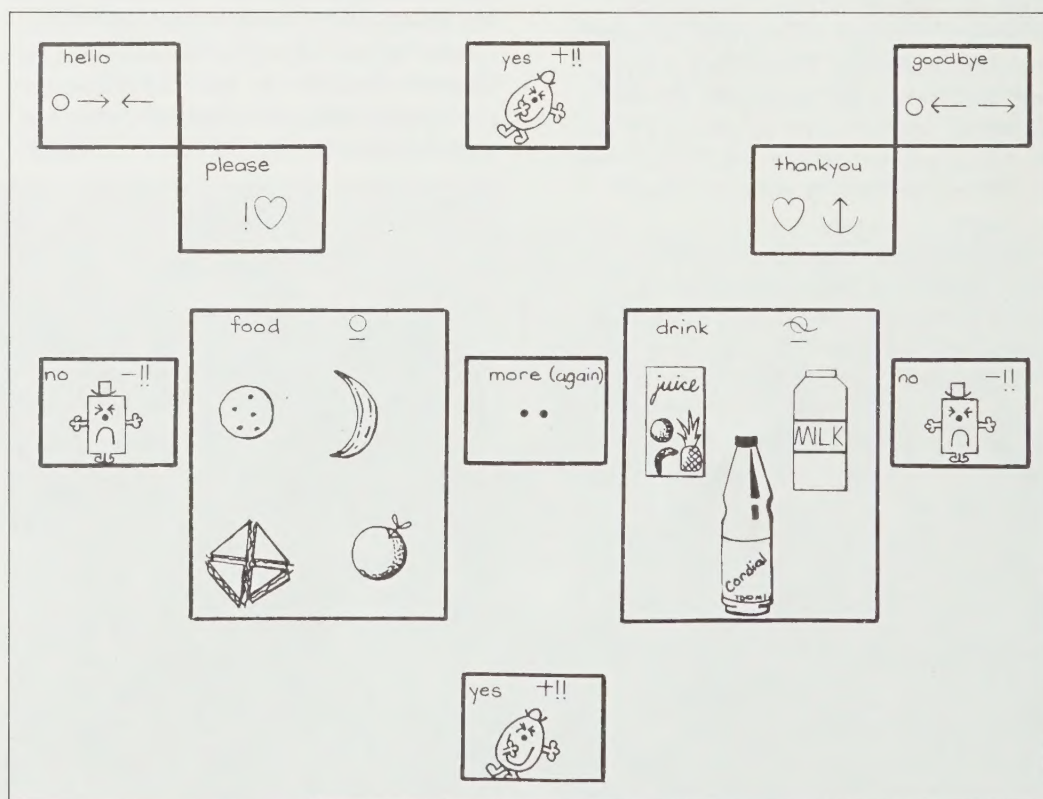
There is a need for appropriate instruction for carry-over in remote aboriginal communities, many of whom are still grappling with the effects of western contact. A variety of languages are spoken, and the people do not always understand English. Traditionally they are not literate. This suggests that pictures and photographs, and /or simple pictographs and ideographs, would be most readily understood by the wider community. The potential of Blissymbolics as a bridge to

communication between English-speaking service providers and the families of their aboriginal clients, or as an aid in teaching English as a second language, offers interesting areas for further exploration.

Cultural Differences Need To Be Considered

There is a gap between "western" and an aboriginal culture. It is vital, in dealing with aboriginal communities, to be knowledgeable about the native culture and values, and sensitive to the specific communication needs which follow. For example, in these communities the kinship system is very strong and important. The design of a communication board must take this into account by reserving a relatively high proportion of vocabulary for extended family relationships.

Despite these difficulties, and limited staff and resources, augmentative systems are slowly becoming more widely used in the "top end" of Australia, among both aboriginal and European descent children and adults with communication difficulties. Following the lead of several other Australian States, a committee has recently been formed to coordinate activity and to develop a Resource Centre dedicated to augmentative communication system and aids. The future looks promising and challenging. □



Example of a display showing "Mr. Yes" and "Mr. No".

From Blissymbols to Words

Some months ago, Ann Running, an experienced twenty-year-old Blissymbol user asked Shirley McNaughton, her primary teacher and good friend, for advice on moving from Blissymbols to a word board and traditional orthography. The following letter was written following lengthy discussion together.

Dear Ann,

I am writing to you to tell you how honoured I was to be consulted and how pleased I am with your careful thought, as you consider moving from a Blissymbol board to a word board. I enjoyed very much our discussion of this important decision for many reasons. I would like to tell you why!

I am delighted that you are able to think deeply about this and other matters and through expressing your ideas clearly, that you can invite the suggestions and reactions of others, to help you with your decision-making. This capability is what I have wished for you ever since we began your Blissymbol learning program back in 1971.

You asked me if you would be "putting Blissymbols down" if you changed completely to a word board. As you know, I responded with a strong "no"! What I think you should consider foremost is how you might "put yourself down" if you did *not* move to the highest form of communication of which you are capable. Now that your skill is developing in reading and spelling, you can derive the best communication capability from traditional orthography. You would "put yourself down" if you did not progress as your abilities and interests lead you!

That you thought of, and that you could ask the question, pleases me greatly. It reinforces that early decision to begin a Blissymbol program, to give you time to question and think, to learn about interacting with and understanding people, to give you years of communicating experience, without pressure to master traditional orthography until

you were ready and until you knew lots about the art of communicating. That Blissymbols are considered by you to be an important part of your life and not to be moved past lightly, reinforces what I have believed for many years. They have made a strong contribution to your development. They have played their role well.

Now that you feel you are ready to move to words, now is the right time!

As you know, we also talked about other Blissymbol users who were not ready to transfer to traditional orthography and about those who might never be able to move to words. The worthiness of these individuals and society's respect for them as they do what they can do best, is something all of us must continually support. As a bilingual person, skilled in English and Blissymbolics, you will be able to do much to help speaking persons understand and appreciate the many special ways in which non-speaking people communicate.

In the future, you have so much to look forward to! Your computer offers you creative writing and teleconferencing capabilities. I look forward to your compositions and poems in both English and Blissymbols. And I am impatient for the day when you can initiate telephone communication, both directly and with the computer, with your many friends of all ages.

Exploring the best way for you to make the most extensive use of synthetic speech is another wonderful experience that awaits you. Both phonemes and Blissymbols offer you valuable strategies for "speaking". Your growing fluency with words combined with your long experience in using Blissymbol strategies will enable you to access synthetic speech through logical letter encoding and through the Minspeak concept. You have the knowledge, from your many years of talking with Blissymbols and through your work in learning reading, spelling and writing, to fully use all the wonderful capabilities of the new technology.

Lastly, we talked of the many

kinds of communication in which you will gain skill over the years and of the different approaches you will use to communicate most effectively. Deciding when shortcuts are needed and when full English sentences are best, will be another exciting area of learning for you.

In closing, I must tell you how very glad I am that Blissymbolics did not "put you down". The system and all the thoughtful, caring people it brought into your life prepared you to say and think much. They allowed you to develop into an active, sensitive and understanding young woman with an enquiring mind and a determination for learning that, I think, is wonderful!

Talking with you, as you use your word board and all the other communication devices you choose through the years, will always be a welcome and stimulating experience for me.

Love,
Shirley

PATENT NOTICE

In 1983 ZYGO Industries, Inc. innovated a non-linear scanning technique in its **TETRAscan II** and **scanWRITER** computer access/communication aid devices to maximize user operational speed while accommodating reaction time delays after a change in scanning mode has occurred. The uniqueness of ZYGO's innovation—a marked advantage in the art—has been recognized by the recent grant to the company of United States Letters Patent No. 4,558,315 which provides broad patent claim coverage on ZYGO's proprietary multi-mode non-linear scanning technique.

At this time ZYGO Industries, Inc. is the only company legally authorized to employ this patented scan presentation feature.

ZYGO Industries, Inc.
P.O. Box 1008
Portland, OR 97207-1008
(503) 297-1724

Strategies for Meeting the Needs of Rural Nonspeech Students

Summary of an ISAAC Round Table Discussion

The following article is a summary of the report submitted by Jane Green, group recorder of one of the many Round Table Discussions held at the 1984 ISAAC Conference in Boston. It was recently sent to Communicating Together by Caroline Musselwhite, Coordinator of the Round Table meetings. Although held some time ago, the discussion raised many problems common to those involved with augmentative communication users in isolated areas. Some suggestions were shared which we thought would be of interest to readers.

Several different professions were represented in the group which met to discuss the needs of rural nonspeech students: speech pathologists, educators, a physiotherapist and a distributor of products. The group facilitator was from Canada but other participants were from different areas of the United States. All had direct experience with the problems of rural service delivery. The discussion began by identifying problems that had been encountered by group members. These were listed as follows:

- *Professionals' feelings of isolation and lack of expertise in the needs of nonspeaking individuals.* Often speech pathologists, teachers, occupational therapists, physiotherapists in rural areas do not see many clients in need of augmentative communication. When they do, they need information fast, but are unsure of where to get it.
- *Initial assessment and follow up.* Facilities for assessments are limited and rural parents find it difficult or impossible to accompany their child to a centre for a month or longer. Because of the distances involved, professionals find it difficult to keep in touch with families after the assessment.
- *Limited numbers of nonspeaking*

students in an area lead to problems in education. For example, in rural areas a special education class may contain children with many different types of handicaps. This was thought to be especially hard on the cerebral palsied child of high intelligence. Because teachers are not trained and do not have the necessary assistance to provide physical care such as feeding and toileting, some children attend school for as little as two hours a day.

- *High turnover of teachers.* Because of this turnover, there may be little continuity in the child's program. Instances were quoted where a child had been introduced to three different systems at a beginning level; where a child actually possessed six or seven different communication boards; where a child had had the same board for years.
- *Isolation of parents.* Often parents do not know what services or programs are available. They lack support and information concerning their child's communication program.
- *Isolation of the user of a communication system.* The individual has little opportunity to meet others who communicate in a similar way.
- *Communication aids:* Professionals need information about what is available, and opportunities to try aids. If an aid is acquired there is always the problem of maintenance.

Networking Helps

The following suggestions and solutions were considered by the group.

It was suggested that the formation of organizations in an area could help improve the information network. Two examples of existing groups are:

- The North Carolina Augmentative Communication Association. Members receive a quarterly newsletter, attend quarterly meetings and a yearly conference. Funds are raised through projects such as selling a painting.
- The Blissymbolics Association of Newfoundland and Labrador pro-

motes awareness of augmentative communication and sponsors training programs, a summer camp and a quarterly newsletter.

Mailing lists of members were thought to be a valuable contribution of such organizations so that people with expertise in an area could be called upon when necessary. Some areas are able to provide phone-in service to their centre through provision of a toll-free number. That way, parents and professionals in remote areas can keep in touch.

It was agreed that computer conferencing was valuable, through resources such as the Confer network. Satellites too are beginning to be used to help people in isolated areas keep up to date. The Anik C-3 satellite enables the "Knowledge Network" of British Columbia to send programs to 140 communities in the province and, in addition, to communities in the Yukon, Northwest Territories and Alberta.

Memorial University of Newfoundland supports distance education through a variety of media, such as the Hermes Satellite used by the Telemedicine Project and teleconferencing accompanied by videotapes. A home-centered program for parents of pre-school deaf children in Newfoundland and Labrador uses videotapes and telephone counselling and holds a summer meeting. The same idea could be used for communication-impaired children and their parents, with provision for built-in flexibility such as the use of video modules.

Educating Parents

Members of the group felt that it was important to train the parents who could then advocate more effectively. It was felt that rural parents needed help in being more assertive. The Parent/school relationship training program in Ohio was described. Margaret Burley, a parent advocate, has obtained a three year grant to train parents and educators how to talk to each other. Sessions are held on neutral ground, such as a motel. The successful use of facilitators by the

Augmentative Communication Service in Ontario was mentioned as an example of involving parents in ongoing programming for their child.

There was discussion of boarding schools for communication-impaired children. The Crippled Children's Center in Sioux Falls, South Dakota takes children from the whole state who "fall between the crack".

It was recommended that educational planning should include leisure as well as academic activities. Suggestions offered included after-school play programs, penpals and computer links such as a Junior Confer. A Craft Program which had its origin in summer camp has out-of-town members receiving their work by mail.

Communication Aids

It was thought that funding was not an insurmountable problem once the community was aware of the need. One advantage of a rural area is that communities usually wish to take care of their own. Service groups are often interested in pro-

viding equipment. A solution suggested for the problem of ongoing funding, for maintenance or for provision of software, was to ask a group if they would commit a certain amount of money for use as needed for communication aids, plus money for further expenses on a long term basis. The Dakota Indian Foundation has done this successfully.

School boards sometimes purchase the aid but then the child cannot take it home. There is need for an arrangement to share costs between home and school on a use basis.

In summary, it was felt that there are advantages in living in rural areas. There is often more personal commitment on the part of the community. In addition, families in rural areas tend to remain in an area all their lives, leading to a chance for better continuity in services for the nonspeaking student. □

References

- Blissymbolics Association of Newfoundland and Labrador, 75 Circular Road, St. John's, Newfoundland, Canada, A1C 2Z4
- Confer, Blissymbolics Communication Institute, 350 Rumsey Road, Toronto, Ontario, Canada, M4G 1R8
- Telemedicine Project, c/o Erin Keough, Health Services Complex, Memorial University of Newfoundland, St. John's, Newfoundland, Canada, A1B 3V6
- Knowledge Network of the West, 2206 East Mall, Vancouver, B.C., Canada, V6T 1W5
- Home-centered video-taped program, Newfoundland School for the Deaf, Torbay Complex, P.O. Box 9517, St. John's, Newfoundland, Canada, A1A 2Y4.

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Symbols for Cooking

Translating recipes into Blissymbols is fun and easy now that there are additional Blissymbols for many foods and methods of food preparation. *Combining symbols* allows the instructor to supply additional needed vocabulary. Some instructors may wish to enhance some of the Blissymbols to facilitate the learning of a concept and/or to lead to a gradual understanding of the symbol meanings.

Cooking Symbols and Ideas for their Enhancement

recipe



(page + to cook)



(to) cook, (to) prepare food



(to make + food)



(to) mix



(two mingling curved arrows
+ action indicator)



(to) bake



(fire + food + enclosure
+ action indicator): to cook
food inside an enclosure (oven)



(to) microwave



(to cook + electromagnetic radiation
+ action indicator)



(to) fry



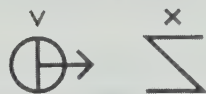
(to cook + oil + action
indicator)





You can have a direct influence upon the development of the system of Blissymbolics. BCI is interested in your vocabulary needs and symbol ideas. Let us hear from you.

New Symbols



Here are some new symbols which were recently added to the system as the result of a request from our Scottish symbol friends.

ache

cramp



(pain + to continue)



(pain + muscle)

International Symbol News



Symbol Synonyms

The use of symbol synonyms (one or more symbols representing the same concept) is an accepted *principle* of the system of Blissymbolics. Some symbol synonyms are developed because a Standard Symbol is socially or culturally inappropriate. (See Symbol News, *Communicating Together*, Vol. 4 No. 1, additional symbols for family.)

A new symbol synonym for honey was recently added to the system at the request of some of our overseas affiliates. They informed us that honey is used more frequently as a sweetener than as a spread.

New Symbol Synonym

Standard Symbol

honey

honey



(food + flower)



(spread + flower)

Principles of the System



The system of Blissymbolics include Principles of Usage which are techniques or devices that allow users and instructors to expand or extend the Standard Vocabulary to meet their needs. These *principles* are listed in the book of New Symbols Added to the BCI Standard Vocabulary in 1984. You can request a copy free of charge from the Symbol System Co-ordinator.

New Principle

The symbols, ago) , now)(, then (may be added to any symbols denoting time, e.g. night, month, seasons, in order to specify past, present and future with respect to these symbols.

Examples:

last night



tonight



tomorrow night



How would you say?

Next Wednesday

last Christmas

Blissymbolics is a meaning-based, augmentative communication system offering vocabulary, structure and strategies to stimulate communication and cognitive development. It can benefit persons of all age and intellectual levels who have the potential and opportunity for interactive, functional communication. Blissymbolics can be used independently, with a variety of picture systems and technologies, or as a complement to words and spelling.

Blissymbols used herein are derived from the symbols described in the work *Semantography*, original copyright © C. K. Bliss, 1949.

September 1982, C. K. Bliss granted an exclusive, non-cancellable and perpetual, world-wide license to the Blissymbolics Communication Institute, for the application of Blissymbols, for use by handicapped persons and persons having communication, language and learning difficulties.

The symbol composition and drawings appearing in articles are in accordance with *Blissymbols for Use*, compiled and edited by Barbara Hehner, and published by the Blissymbolics Communication Institute, Toronto, 1980.

Answers:



last
Christmas



next
Wednesday

THE PARAPHRASE

The Paraphrase is written for those who are nonspeaking and who are moving into traditional orthography. It offers an independent reading opportunity for the growing reader.

A Letter to our Nonspeaking Friends

Dear Friends,

We are very pleased to write you! We have some suggestions to improve communication. We hope you will use the ideas that help you best.

Know your listener

Try to "read" your partner. The expressions on your partner's face will tell you what kind of help is needed. Use your own speech *and* your communication aids in ways that meet your partner's needs.

Familiar and nonfamiliar listeners

Change your way of communicating for people you don't know well. They may need more complete sentences. If they seem shy or embarrassed, say something to put them at ease.

Let people know how you communicate

You are the important person here! Let new people know how you use your aid and how they should speak to you. Ask questions, share new ideas and show interest.

Eye contact

Your eyes and your face show your partner that you are interested. They also help you and your partner know when to take turns in talking and listening.

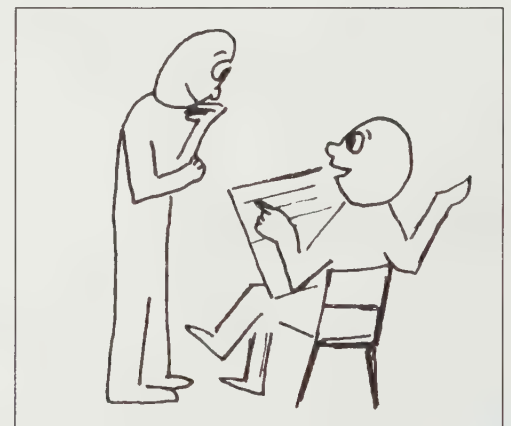
Work Together

Tell your partner how to communicate with you. Listen to your partner's ideas. Together, decide what works best for you both.

About the writers:

Tom McBride has been active in his community for over 30 years. He has used nonelectric alphabet boards, the Canon communicator, and the Sharp Memowriter to augment his communication. Andrea Blau is a consultant in nonspeech communication. Tom and Andrea have been close friends for several years.

Original article printed in *Communicating Together* Volume 3, Number 3.



"Let me show you how I communicate!"

Let's Talk...

Lake Kissick has cerebral palsy. He cannot talk as you and I do, but he talks easily and naturally with his LIGHT TALKER and MINSPEAK software. If Lake had touch capabilities, he could be using TOUCH TALKER, a companion device which is accessible to even the youngest user. You can choose a template for TOUCH TALKER with 8, 32, or 128 squares.

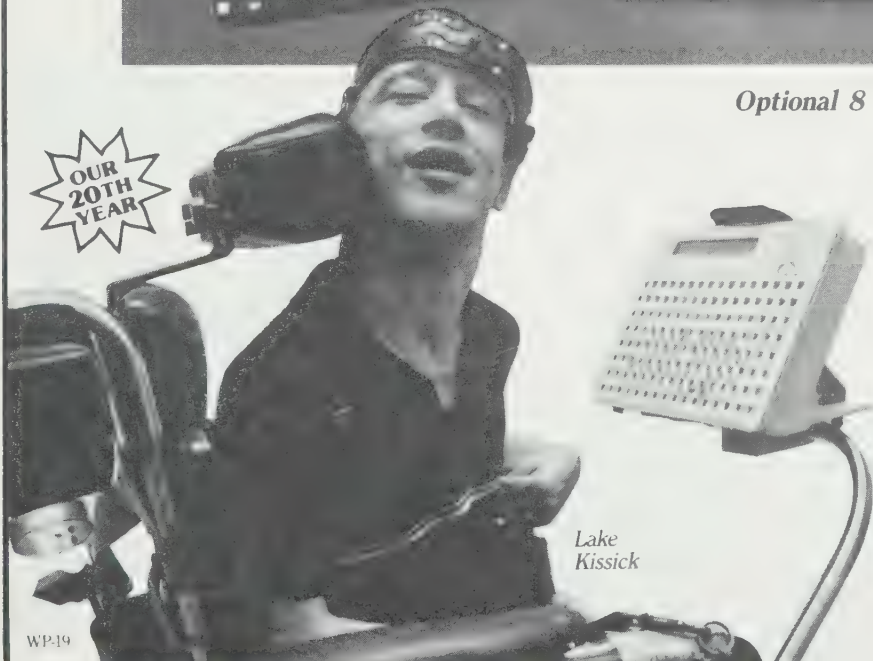
The larger-square template is excellent for those without fine motor control.

Thanks to LIGHT TALKER, Lake's isolation is over. He can reach out, express his feelings, learn and achieve. Do you know a non-speaking person who deserves the same opportunity?

- MINSPEAK and EXPRESS software available
- Connects to computer, portable printer and environmental system
- Rental program available



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WP-19

A Case Study in Tactile Blissymbols

SALLY-ANN GARRETT

Sally-Ann Garrett is a Speech-Language Pathologist, currently head of the Speech and Audiology department, providing direct services to the population of the Rideau Regional Centre in Smiths Falls, Ontario. She has worked in the field of Developmental Handicap since 1972, coming to Canada from her native England in 1981.

When I first met Mike in 1981 for a communication assessment, he was in a wheelchair; his diagnosis? - microcephalic, spastic quadriplegic with no use of the right hand, epileptic, profoundly mentally retarded, blind, with a short attention span and distractibility he was able to recognise people by their voices, but was unable to communicate verbally beyond the use of undifferentiated double syllables.

Mike had been training in the Speech and Audiology Department for more than two years prior to this assessment, to try and establish imitation of speech, but with little success. There was something about this young man that made me want to try again, this time using a non-verbal method.

My assessment showed that he was able to identify objects with a verbal cue, by locating the requested item with his left hand. He could follow two element commands, such as "Put the hat on your head"; identify objects by attribute, "Which one keeps you warm?"; and by function, "Which one do you cut food with?". In August 1981 he began a training program to learn to identify ten tactile Blissymbols.

The program was carried out at first by a summer student, using symbols made from felt and then string, glued onto card. Mike exceeded the goal, and by November, he could identify eighteen Blissymbols. In order to make the display more durable, we tried hot glue on plexiglass but it soiled easily. Next, we used a heavy gauge aluminum foil, with the symbols

embossed from the back and filled with a plastic resin. Mike responded well to the changes, and continued to make progress in training with his Primary Counsellor, learning a further twelve Blissymbols. Despite another change to a different residential ward and a new Primary Counsellor, Mike learned a total of thirty-four tactile Blissymbols by November of the following year. One more change occurred, this time a move to a ward for physically handicapped people in 1983. Even so, Mike continued to make progress and learned to use ten more symbols! Was he really profoundly retarded?

The process of re-making the foil boards was becoming so time consuming that another change in medium was initiated. It was the most successful yet. Contact had been made, over Mike's Blissymbol learning time, with a number of people and resources for the visually handicapped. One of these people suggested two possible methods of producing tactile materials:

"Thermoform" plastic, and "photo-engraving". We tried both methods for a trial board, and found that the Thermoform compressed too easily, and could be destroyed by the user picking at it. The photo-engraving process received rave reports from all staff who participated in the trial "touch and tell" event. We settled on a line width and depth that gave the most tactile feedback, and made up two experimental boards in April 1984, one with forty-four symbols for Mike, and one with twenty-five symbols for another resident, Cheryl, who was deaf, with deteriorating vision and behavior problems.

Both people responded well to the material. They quickly transferred their knowledge of the foil symbols to the new boards and began train-

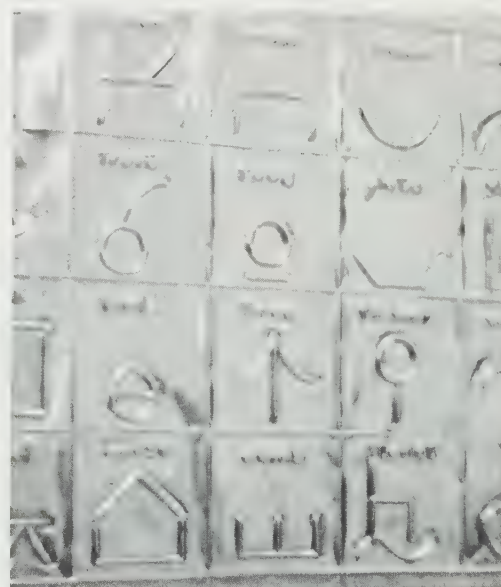
ing for more symbols. We were all saddened by Mike's death just at the time when we were able to offer him a satisfactory tactile medium. Our testing of the photo-engraved symbols had another setback due to Cheryl's reluctance to continue participating in the project. We have now selected a new group of residents to whom we are introducing the photo-engraved symbols. So far, the results look promising. □

Editor's Note:

The first step in making a photo-engraved raised symbol display is to draw the display in the size required, with black pen on white cardboard. This is sent to a photo engraver. A photograph of the display is taken, then the negative is processed onto a special plastic (polymer) or metal (magnesium), photosensitive plate, so that only part of the surface is printed. The remainder of the material is etched away using acid or alkali, leaving the symbol as a raised surface. These plates are used on a lap-tray, or for mounting on a firm surface in a book-style display.

For further details contact: Sally Garrett, Rideau Regional Centre. Telephone: (613) 283-5533, ext. 385.

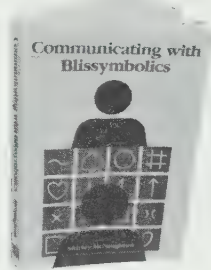
Raised display produced by Knights Graphics, 1030 St. Alexandre, Montreal, P.Q.



Part of a Raised Blissymbol Display.

This section of
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New From BCI



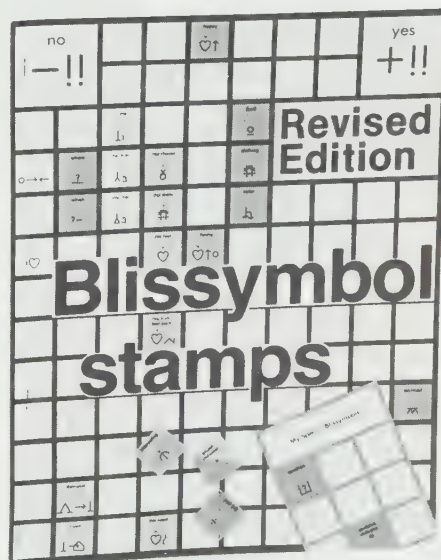
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A Publication of the International Society for

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Communication Outlook is an international quarterly which provides a forum for individuals interested in the application of techniques and aids for people who experience communication handicaps. It is a cross-disciplinary information source as well as a reference for those wishing to contact others working in the field of communication enhancement.

Communication Outlook features regular sections on: commercially available aids, aids under development and components to build aids; interfacing and augmenting aids; new publications and resources; centers and groups involved in various aspects of communication enhancement; innovative methods, procedures, teaching strategies and uses of materials shared by readers; and advocacy issues, including new groups, strategies and successes.

The International Society for Augmentative and Alternative Communication (ISAAC) was formed to advance the transdisciplinary field of augmentative and alternative communication techniques and aids. Membership in ISAAC includes a one-year subscription to *Communication Outlook*. ISAAC offers Student/Consumer Membership for \$15, Active Membership for \$25, Contributing Membership for \$100 and Corporate Membership for \$500. For membership information, write ISAAC, P.O. Box 1762, Station R, Toronto, Ontario M4G 4A3.

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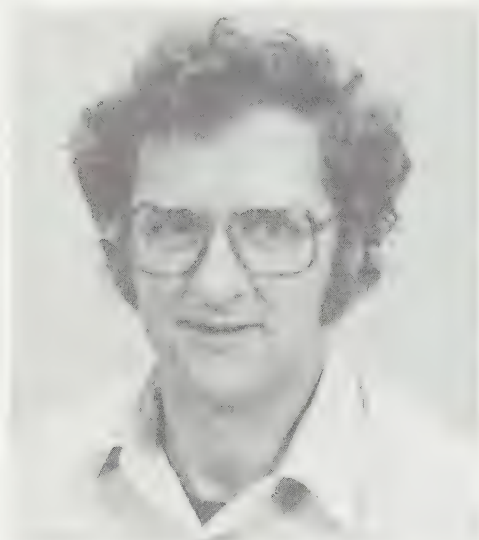
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The Best Questions will get the Best Answers

GEB VERBURG



"Research and Publications" is written by Geb Verburg, who has been involved in the field of nonspeech communication since the mid-seventies. A cognitive scientist, Mr. Verburg is currently working as Research Associate in several research projects at The Hugh MacMillan Medical Centre.

This article is a follow-up to a previous article that described the Graphic System database Graphsys.

First, as an update the Graphsys database contains entries for the symbols of eight commercially available picture sets and symbol systems. Picture sets are collections of pictures which do not contain rules of syntax, combination and expansion. Symbol systems are characterized by these rules. Items of information about each symbol or picture are coded to allow us to examine and compare the characteristics of the different graphic systems.

Activities Stimulated by Graphsys

A number of different concerns and activities have emerged as a consequence of work on and around the graphic system database. We have become acutely aware of the large number of variables that affect symbol learning and symbol use and look to ways of extending our

knowledge about the roles these variables play. We feel the need for models that describe, correlate and predict the effects of different variables upon the acquisition, use and processing of symbols and pictures.

The second consequence of our work on Graphsys has been the realization that many variables that appear relevant (empirically and theoretically) to symbol learning and use, are subjective ratings. These variables like iconicity, familiarity, concreteness, and typicality can be measured (or quantified) only by ratings provided by groups of people. In order to obtain such ratings, research must be carried out using large groups of raters. One of the thrusts of continuing activities is to specify methods and procedures for collecting these ratings for symbol samples.

Another area of activity consists of looking ahead to the prospective users of the database. Here we are concerned with the kind of questions symbol practitioners may want to ask and the quality of the answers that they expect and need.

Easy Access and Instant Retrieval

In one of my earlier columns I speculated that there would come a time when a response to every question for which an answer exists would be accessible through appropriate information networks. We are still heading towards that era but it is becoming increasingly clear that the methods of storage and retrieval still require a great deal of work. Retrieval, in this context, is the process of getting information — often very specific items of information — out of one or more large data-bases. This is a process that must be simplified. Without easy access and instant retrieval, information will remain in the bowels of big or small computers, hidden from all but a relatively few information brokers. As this problem occupies the designers of next generation computers and computer languages, we can benefit from considering it in the much smaller world of graphic system databases.

Two basic questions must be

explored and answered: (1) How can symbol teachers and users get easy access and instant retrieval (2) What questions and answers should the database be able to handle? In principle the first of these queries is easy to answer in this computer age. By connecting the database to a computer conferencing system, conference members can be given easy access to information contained in the database.

The second question requires a considerable amount of work. What *are* the questions that symbol teachers and service providers ask today? How can these questions be asked? It is obvious that this string of questions forces us to double-back to check whether the information that is now in the database can provide answers.

Examples of Questions and Answers

Grapsys contains information about the grammatical class of the symbolized word (i.e. whether it is a noun, a verb, an adjective, etc.). It contains information about the pictorial representation (i.e. whether the symbol is a pictorial line drawing, a schematic drawing, an arbitrary shape, etc.). The base also classifies symbols into categories of activities of daily living (ADL). Many other items of information are included but the grammar, pictorial representation and ADL classes are sufficient to illustrate the problem to be addressed.

Given this mini database, one can ask a number of questions. How many nouns, verbs, adjectives, etc. does graphic system X have? How many adverbs are there in system Y? Does system X have more verbs than system Z? These are valid questions with readily available answers. Similar system specific questions may be asked about the number of symbols in specific ADL classes (e.g. body parts, money matters, shopping, recreation, etc.). Information like this can have some practical usefulness in comparing systems, but we are gaining little more than efficient counting in this use of the database.

Only when questions require the drawing together of entries from several variables at once will we begin to take advantage of the computer's extensive capabilities for information handling. For example we may ask for a listing (or a comparison) of all *nouns* in system X and Y, that use *simple pictorial representation* and that fall in the ADL class of *food* or *recreation*. The answer to this type of complex question provides a list of symbols with potential for inclusion in a young augmentative communicator's initial vocabulary. Rather than choosing initial vocabulary items by dint of intuition and experience we instead elicit the help of the computer in selecting symbols or pictures. We can direct the computer by using empirical, theoretical or practical knowledge to create our questions. In the above example, vocabulary selection is being facilitated by combining the knowledge that children acquire nouns before verbs and adjectives and that pictographic symbols are learned faster than more abstract or schematic representations; furthermore, by limiting the ADL class to only those that are relevant to the target user (e.g. food and recreation) the computer can select for us symbols that will at least "in theory" be readily learned because they are nouns, are pictographic and are salient. In this way the questions become models or hypotheses about symbol learning and use.

We can test these models or hypotheses by giving the computer-selected vocabulary to the child and evaluating its appropriateness. However, since the initial computer-selected vocabularies may be quite impractical — until we have learned how to ask the right questions — it would be better to ask experienced clinicians to evaluate the vocabulary.

How successful this approach will be remains to be investigated. Many other complex questions can be formulated, each one reflecting a model of what effects symbol variables have upon symbol users. The complexity of this approach may appear overwhelming at first, but then, nothing less matches the real complexity of situations in which symbols are acquired and used. □

SHARING IDEAS WITH NORA



"Sharing Ideas with Nora" is a forum for sharing information concerning all aspects of augmentative communication. Nora Rothschild, Consultant with the Augmentative Communication Service of The Hugh MacMillan Medical Centre, heads up a regular column focussing on readers' questions, problems and experiences.

Most people have heard about speech output devices. Not only are these devices commercially available, but portability has now made it possible to use speech output in face-to-face communication. Speech output devices can be used in a variety of ways: indicate emergencies; gain attention; initiate and control communication; permit communication at a distance and over the telephone. They also allow non-reading peers and other listeners to communicate with graphic augmentative communicators.

The needs of some individuals can be met through commercially available portable speech devices. Speech synthesizers come in a variety of different forms, some of which are built into various communication devices. These devices offer a great range in price, intelligibility, programmability, memory and flexibility.

Some individuals do not require such a sophisticated device. Their needs may be met more simply and at a lesser cost. It is possible to offer these individuals a number of separate inexpensive tape recorders,

each activated by a switch and each containing a discrete message which has been pre-recorded using a five, ten or fifteen second loop tape.

Loop tapes are available from specialty stores, including Radio Shack, for approximately \$6.00 each. Tape recorders typically cost approximately \$50.00 and switches range from \$5.00 to \$100.00. This alternative can be effective in allowing use of a good quality, age and sex appropriate, intelligible voice for specific messages. In addition, it allows use of intonation, stress and other paralinguistic features.

Although use of loop tapes is not ideal in every case, it may prove feasible on a short term basis for nonspeaking individuals who require some practice and trial training before introducing other commercially available speech output communication devices. Loop tapes may also provide a solution for those who are unable to afford more costly speech output devices.

This concept may be appropriately used as well on a long-term basis. In these instances, it is important to incorporate paralinguistic features. Loop tapes offer a simple system to attain a limited number of options for individuals who require a direct way to transmit a small number of basic communication needs.

Some examples which may easily be implemented using loop tape recordings include various ways of indicating an emergency such as crying or imploring for "help . . . now . . . please!"; gaining attention by calling "Hey - come on over!" or whining "mommy!"; initiating and controlling conversations with "uh-huh", "nah", "yup", "maybe".

Many of the above examples can be communicated better with a loop tape recording than with communication devices using synthesized speech. The natural voice reproduction of the loop tape provides the meaning more clearly than a voice synthesizer.

The use of loop tape recordings is a practical outcome of looking at the needs of the individual and providing a creative alternative. □

Communicating across Boundaries

CLIVE THURSFIELD



Clive Thursfield is the vice-president-elect, Convention and Scientific Meetings of the International Society for Augmentative and Alternative Communication (ISAAC). During his recent visit to Toronto, to attend the ISAAC executive committee meeting, he was interviewed by Communicating Together to gain his perspective concerning the development of augmentative communication services in the United Kingdom.

I am a bio-engineer, with a background first in electronic engineering. At the present time, I am the Director of Sandwell Communication Aids Centre, one of six centres in England and Wales that have been set up for a five-year term to investigate the provision of communication aids for speech-handicapped persons in the United Kingdom.

The Communication Aids Centres resulted from an idea that arose within the U.K. Committee of the International Project on Communication Aids for the Speech Impaired (IPCAS). In 1983 a sum of money was donated by a charitable source which was matched by the British Government. £500,000.00 was then available to set up these centres. The Centres are situated throughout England and Wales, the most northerly one being just near the Scottish border. Sandwell Centre is right in the centre of England in the Midlands.

At Sandwell, we operate what we regard as a multi-disciplinary approach, although at this time

we only have speech therapy and bio-engineering represented. My particular role is to look at switching. We have a workshop in the centre and we get involved in a considerable amount of customization of systems and the creation of completely new systems usually using things like portable computers. In the two years that we have operated clinically we have seen about 120 patients. Our patients come to us for one to four days depending on the severity of their handicaps. They stay at a local hotel as we have no residential facility.

People First

The medical conditions that we see are vast. At recent count we have had patients with over thirty different medical conditions including cerebral palsy, progressive diseases of a neurological nature, stroke patients, head injuries caused by road accidents, in fact any medical condition that causes communication problems. The age range is wide, from three to eighty-five years of age. Although our centre is known for technology, we don't think of ourselves as a technological centre. We think of ourselves as a people centre. One of our most important guidelines is people first, machines second; it's been our guiding theme right from the beginning. We regard our assessment procedures as being crucially important for the successful long term use of any communication system. They allow the users to find out their real needs and wants. This approach relates to the fact that although we do build special systems we are now beginning to see that often we need to develop a number of different special systems for each individual.

Our primary objective is to enable the user to build up the skills necessary for successful longterm use of a communication system. This may involve building completely separate pieces of equipment or providing commercially available equipment, not specifically to communicate with but to build up the individual skills necessary to use an eventual system successfully in the longterm.

We try to develop a generic description of the communication needs and wants of the individual and everybody around the individual. In other words, we paint a picture with as wide a spectrum as possible, so that we can anticipate the various problems that may arise along the way. To this end we are beginning to employ a pre-visit technique in which one of our therapists goes to the individual's home or school environment prior to his or her visit to us. Information is obtained about any special problems relating to the environment and about relationships between augmentative users and those with whom they interact.

Many Types of Boundaries

Although our Communication Aid Centre has been set up under the auspices of the government Health Services, it is becoming increasingly apparent that the boundaries set by legislation relating to communication, education, mobility and employment, are artificial. Our centre is striving to work across the boundaries. We accept referrals regardless of whether the dominant need is a writing aid for education or a personal communication aid for one-to-one communication. We apply technology where appropriate or we find non-technical solutions regardless of whether the result will be for education, communication or employment. This has been somewhat difficult in the United Kingdom up to now. Currently, however, there are moves afoot to establish centres with this broader mandate. This is an exciting prospect for our centre. Although nothing definite has been agreed or arranged yet, we are moving slowly but surely towards being able to help the whole individual. This fits very well within our overall objectives of people first and technology second. When you artificially impose boundaries, you are almost certain to have to use technology to interface each situation together. The great danger is you may then use technology not for the person but to overcome the environmental

situation, leading to even greater problems.

There are also professional boundaries. Our centre has always been very keen on promoting the trans-disciplinary approach. We have very limited transdisciplinary involvement due to resource limitations, but we look forward to many more disciplines working in the centre.

We have a relatively co-ordinated national approach to provision of communication aids throughout the United Kingdom. It is far from ideal, but the general level of awareness of communication through augmentative systems is much higher than it was five years ago. It is not uncommon for users to be integrated reasonably well within society. As far as funding for communication aids is concerned, the major responsibility falls to the nationalized service, either through the Health Authorities or the Social Service which is beginning to establish separate and specific budgets for communication and augmentative systems. Occasionally users do pay for their own communication aids, but these situations are rare. Our greatest problem is the time taken to actually provide the aids. It is sometimes very long.

ISAAC Conference Crosses Boundaries Too

Our interest in crossing boundaries is further reflected in our involvement with the ISAAC 1986 Conference, in Cardiff, which has the theme of *Communicating across the Boundaries*. Of course "across the boundaries" has many facets. We are including in the conference, health, education, vocation, advocacy, technology and clinical experience. All of these can be looked upon as attempting to transcend boundaries be they linguistic, cultural, intellectual or advocacy.

At the conference, we are hoping that another boundary we will be crossing will be the international boundary. The papers we have received indicate a strong delegation from countries outside the United Kingdom. The conference will include events aimed specifically toward crossing cultural boundaries. There will be a number of typically Welsh and United Kingdom cultural events which we hope will be enjoyed by overseas visitors. We

are having a medieval banquet and the opportunity to visit castles in the Welsh area. A conference dinner is planned with true Welsh hospitality and all the trimmings of the Welsh culture. As well, our scientific sessions promise to represent an excellent range of international perspectives. My colleagues and I are eager to join with all ISAAC members in communicating across all the boundaries and in benefiting from each others' knowledge and experience in as many ways as possible. We look forward to September and to welcoming everyone to the conference. □

Position Available

Augmentative communication specialist required to join a multi-disciplinary team working with many applications of augmentative communication with an emphasis on physically disabled children. Duties are primarily clinical, however opportunities for research and teaching experiences are available. At least one year practical experience is required with a good knowledge of systems and devices. Salary and benefits are competitive.

The Augmentative Communication Service (ACS) operates within the Hugh MacMillan Medical Centre (formerly the Ontario Crippled Children's Centre), a progressive and forward-looking organization. The Centre supports a large out-patient facility, a hospital, a school (K-13), and a major rehabilitation engineering service. The Centre serves children and young adults from all of Ontario and from out of province.

Please direct inquiries to:
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SCHEDULE OF EVENTS

AACE Special Interest Seminars

The Augmentative and Alternative Communication in Education (AACE) program of BCI holds a series of one-day seminars three times during the year on a variety of topics related to the application of augmentative communication.

In Ontario

- July 7-11, 1986 in Toronto

July 7, Blissymbols and Reading
July 8, Experiences in Total Communication

July 9-11, Three Day Blissymbol Elementary Training Workshop

July 11, A Practicum to the *Blissymbolics Independent Study Program*

Future Dates of AACE Seminars

- October 15-17, 1986 in Toronto

Contact: Program Co-ordinator, AACE Resource Centre, Roywood Elementary School, 11 Roywood Drive, North York, Ontario, Canada M3A 2C7

Telephone: (416) 444-6605

Castle Priory College

In United Kingdom

Current Trends in Provision for People with Handicaps in the U.K.

- July 6-18, 1986 at Castle Priory College, Wallingford, Oxfordshire. This course will include lectures, discussions and site visits to schools, residential centres and institutions.

Blissymbolics Communication Resource Centre (UK)

BCI Elementary Workshop

- July 18-22, 1986 at Castle Priory College, Wallingford, Oxfordshire.

Contact: Mr. Ray Johnston, Castle Priory College, Thames Street, Wallingford, Oxon, OX10 0HE, United Kingdom.
Telephone: Wallingford (0491) 37551.

Southeast Augmentative Communication Conference

In Alabama

- October 10, 11, 1986 in Birmingham
Guest Speaker: Dr. Stephen Calculator

Contact: Pam Elder, 201 Sleepy Hollow Circle, Birmingham, AL 35216, U.S.A.

Fourth International Conference on Augmentative and Alternative Communication

"Communicating across Boundaries"

Sponsored by ISAAC

In United Kingdom

- September 21-24, 1986 in Cardiff, Wales

Contact Conference Secretariat: JR Management Services Ltd., 4 Museum Place, Cardiff CF1 3BG, U.K.
Telephone: Cardiff (0222) 396565

Today . . . Building Tomorrow

In Québec

- June 4-6, 1986 in Montréal

This international conference is sponsored by the Québec Cerebral Palsy Association, with the collaboration of the Canadian Cerebral Palsy Association.

Contact: CP Conference Secretariat, GEMS Conference and Consulting Services, P.O. Box 367, Snowdon, Montréal, Québec, Canada H3X 3T6.
Telephone: (514) 735-1388

RESNA '86 Employing Technology

In Minnesota

- June 23-27, 1986 in Minneapolis

9th Annual Conference on Rehabilitation Technology sponsored by the Association for the Advancement of Rehabilitation Technology (RESNA'S new name).

Contact: AART, Suite 700, 1101 Connecticut Ave., Washington, D.C. 20036, U.S.A.

READERS WRITE

Dear Editors,

Just a short note to let you know that I am delighted to see the continuation of *Communicating Together*. It plays a very important role among the available literature. What a loss it would be, not to have its perspective! It continues to rejuvenate and remind us all of our common purpose in a very special way.

To a healthy future!

Regards,

Arlene Kraat
Flushing, New York

About the Publisher

The Blissymbolics Communication Institute, since its inception in 1975, has worked toward enhancing the lives of nonspeaking people. In its early years, the Institute's primary focus was the development and application of Blissymbolics as an augmentative communication system around the world. This role continues but within a broader mandate that reflects the philosophy and perspective of its professional staff.

BCI supports effective communication by nonspeaking people through:

- (1) advancing augmentative communication techniques and strategies that contribute to cognitive, social and emotional growth;
- (2) drawing attention to the quality of the learning experience and identifying those types of augmentative communication instruction that contribute to cognitive, social and emotional growth;
- (3) educating, informing and influencing those who are in a position to make positive life changes for nonspeaking people.

Come to Cardiff

September 22-24, 1986



Photo Courtesy of The British Tourist Authority
Cardiff Castle, Wales

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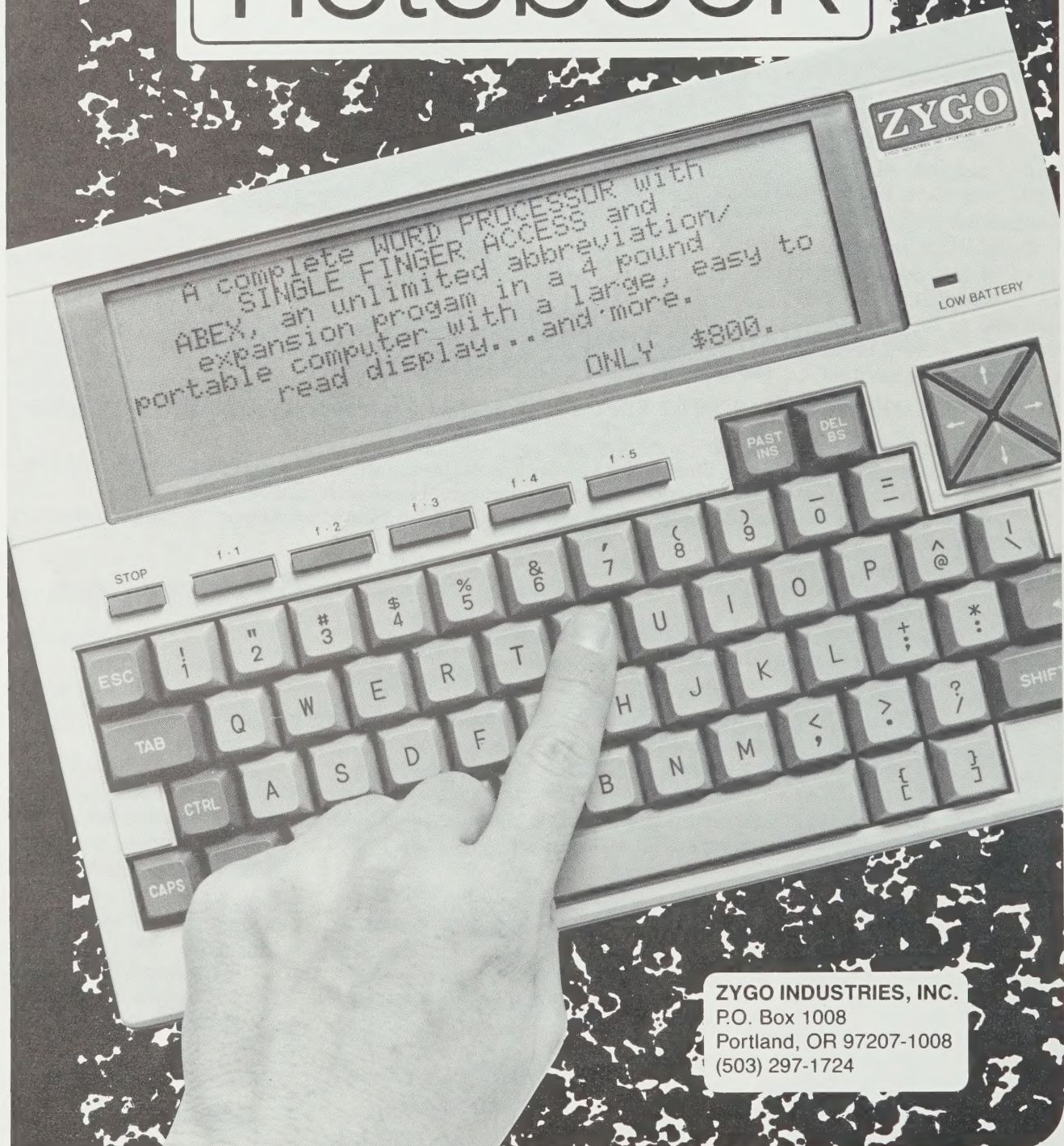
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